CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

PART I – Course Information

Course Type
☐ Existing/Restructured
☒ New Course Proposed Fall 2013
If new, have you submitted a Form B to the SHSU Curriculum Committee? ☒ Yes ☐ No

Course Prefix & Number: NGLI 1301

Course Title: Research in the Digital Age

Course Catalog Description (Copy and paste from online catalog for existing courses):
New researchers are often overwhelmed by the sheer amount of information available on the Internet. This course enables students to efficiently search online academic, popular, and professional resources and evaluate their credibility. Since the digital era relies heavily on images as information, students will also learn to evaluate and create a visual representation that represents their research. The skills learned from this class will prepare students to be faster and more effective researchers for every academic class they take. Credit 1.

Course Prerequisites:

Available Online? ☒ Yes ☐ No ☐ Anticipated (Semester: )

Number of Sections to be Offered per Year: 12

Estimated Enrollment per Section: 25

Course Level (freshman, sophomore): Freshman

Requestor Full Name (designated department rep – contact person): Angela Colmenares

E-Mail Address: ANC034@SHSU.EDU

Approvals

Department Chair:

Signature

Date

Academic Dean:

Signature

Date

Page 1 of 10
Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Select Component Area: I. Communication

How Component Area Addressed: New researchers are often overwhelmed by the sheer amount of information available on the Internet. This course provides students with key strategies to efficiently navigate the muddy waters of online academic, popular, and professional resources and evaluate their credibility. Students move from their thesis through the steps of online research, creating an annotated bibliography of quality resources to support an existing or future research project. Since the digital era relies heavily on images as information, students will also improve their visual literacy skills in a project related to their annotated bibliography. The skills learned from this class will prepare students to be faster and more effective researchers for every academic class they take, as well as more critical consumers of online information.

PART III – Course Objectives

Insert the appropriate course objectives stated in student learning outcomes (e.g., Students completing the course will be able to...)

Objective 1: Students completing the course will be able to show evidence that they can select relevant and academically credible sources to support a research question and thesis.

How will requirement be addressed (including strategies and techniques)?
The main aims of objective 1 are to ensure students can appropriately select relevant and credible electronic resources for a research project. Students will learn to distinguish between online resources based on characteristics such as resource content, organization, and intended audience, and will select navigation strategies accordingly. Students will learn to analyze and evaluate online resource strengths and weaknesses relating to their research topic.

Describe how requirement will be assessed: Students will demonstrate the ability to shape their research query as well as analyze and evaluate online resources with the creation of an annotated bibliography that addresses a current or future research project. Students will complete the annotated bibliography in installments, reinforcing the need to include time for research in projects that require research. Students will receive feedback on each installment, enabling them to continually improve the quality of their analysis and evaluation.

Objective 2: Students completing the course will be able to demonstrate an understanding of how to identify sources of academic, popular, and professional research and their relative strengths and weaknesses.

How will requirement be addressed (including strategies and techniques)?
Active learning strategies such as the 3-2-1 Format will be used to identify the strengths and weaknesses of each different source type. Problem-Based Learning in small groups will encourage students to work together in order to identify strategies for researchers encountering obstacles relating to source types (academic, popular, and professional).

Describe how requirement will be assessed: Discussion tools and written assignments relating to selection of appropriate source type for target assignments and strategies to overcome research obstacles will provide formative assessment, with the annotated bibliography used as a summative assessment.

Objective 3: Students completing the course will be able to prove that they understand how to navigate search engines, article databases, and library catalogs to search for relevant sources.

How will requirement be addressed (including strategies and techniques)?
Lecture and discussion of writing purposes target formulating a research question and thesis. Assigned readings, discussion, and written assignments will focus on the application of the CRAAP (Currency, Relevance, Authority, Accuracy, Purpose) test to a collection of resources (both credible and not credible). For each installment of the annotated bibliography assignment, the professor will provide feedback on resources selected and the search strategies employed.

Lecture, reading, and discussion of full text/metadata searching as well as natural language/controlled vocabulary searching will help students identify the best search strategy and resource (search engines, article databases, and library catalogs). Group assignments targeting indexed search type (full text/metadata) and language (natural/controlled) will emphasize the practical nature of these two key searching characteristics.

Describe how requirement will be assessed: Project installments will include written analysis of each resource evaluation element (Currency, Relevance, Authority, Accuracy, Purpose) and enable the professor to provide formative assessment, with summative assessment contained in the final project for the course, the final annotated bibliography. Weekly quizzes will also enable students to compare their search strategies with those discussed and demonstrated during the weekly lectures and activities.

Objective 4: Students completing the course will be able to summarize, interpret, and analyze sources as part of an annotated bibliography.

How will requirement be addressed (including strategies and techniques)?
Strategies such as identifying and rewording a source's thesis, condensing main points of a source to form a paragraph summary, and evaluating the usefulness of a source relating to a target assignment will be the focus skills of both individual and group assignments. Students will complete assigned readings on the relevant strategy and then perform that strategy for project installments of the annotated bibliography. Instructor feedback on each installment will enable the student to continually improve those skills.

Describe how requirement will be assessed: After students complete assigned reading and view an accompanying lecture, they will have weekly activities that enable the practice of summarizing, interpreting and analyzing sources. Weekly feedback on the progression of these skills from the instructor will help the students to continually improve. Individual written assignments will allow formative assessment of these skills as project installments, with the final project providing summative assessment.
Objective 5: Students completing the course will be able to evaluate the effectiveness and reliability of online images such as infographics.

How will requirement be addressed (including strategies and techniques)?
Lecture, reading, and discussion of the analysis and evaluation of infographics will enable students to critically consider digital images intended to convey credible information. Individual infographic hunts and written analysis of an infographic will expose students to the general characteristics and effectiveness of infographics, in groups, students will work together to design an infographic that represents the topic and research of a group member.

Describe how requirement will be assessed: Students will create an infographic that represents the research of one group member and then perform peer evaluations of other groups' infographics.

PART IV – THECB Skill Objectives

Address each of the required THECB skill objectives that the course addresses and explain how the requirement is addressed, specific strategies to address the objective(s), and how each objective will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will requirement be addressed (including strategies and techniques)?
Students will learn to think creatively about online information resources for credible information, moving beyond a simple Google search to include sources such as government agencies that collect and compile quality data that is made publically available. Students will be introduced to a wide variety of library databases which will allow students to innovatively craft search strategies, mine information from non-standard resources, and scrutinize and understand the credibility of those resources.

Analyzing the information resource type and examining its relative strengths and weaknesses, students will conduct sample and then live information searches that support a real research project. This process enables students to understand why they are getting the search results that they see, shape their search more effectively, and how they can use those results to support one of their projects.

Students will also work in groups to synthesize resource information in order to create a visual representation (Infographic) of one student's project. This project requires students to analyze information resources, synthesize their data, and think creatively about representing that information graphically.

Describe how requirement will be assessed: Assessment of inquiry, analysis, and evaluation skills will be formative as students work on these skills each week for the different resource types (popular, academic, and professional). Formative assessment of these skills will include the annotated bibliography, which connects the bibliography with the project's research question.
and thesis. The infographic project will be assessed using a rubric that allows the instructor to rate infographic elements such as resource credibility, information accuracy and clarity, symbol allocation, and overall visual appeal.

2. **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will requirement be addressed (including strategies and techniques)?
Students will develop a research question and thesis for a proposed research project. They will perform research tasks and then express their findings by writing evaluations of resources that include summarizing and evaluating resource credibility.

Students will also work in groups to develop a visual project which communicates resource information based on a project from one student in the group.

Describe how requirement will be assessed: Students will be assessed formatively throughout the semester as they write their evaluations of information resources and then summatively through their final annotated bibliography. Students will be assessed on their group project (Infographic) using a rubric that allows the instructor to rate the different elements of their infographic.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will requirement be addressed (including strategies and techniques)?
N/A

Describe how requirement will be assessed: N/A

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will requirement be addressed (including strategies and techniques)?
Students will work in small groups multiple projects. One project will include on a problem-based learning task in which students are asked to identify strategies to overcome research obstacles. This project will require students to identify obstacles, consider their peers' different points of view, and then work together to draft a suggested solution.

The major group project for the course is the infographic assignment. As a group, students will review the different information projects that group members chose, select one project, and then work together to synthesize that student's information resources in order to create a graphic representation of several information resources from that student's annotated bibliography.

Describe how requirement will be assessed: Students will be assessed for participation in group discussions for the research obstacle project, and a scaled rubric enable the instructor to assess the final compilation of suggested strategies.

The group visual literacy project will be assessed summatively using a rubric that enables the instructor to weigh the various elements of the infographic - resource credibility, information accuracy and clarity, symbol allocation, and overall visual appeal.
CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will requirement be addressed (including strategies and techniques)?
One strong aspect of personal responsibility is evident in regular class attendance and participation. Multiple assignments are based on group participation and activity, and students must therefore be diligent about their activity level and contribution to the group’s progress. One particular project requires students to identify obstacles to their own previous involvement with research tasks and to develop strategies to overcome those same obstacles in the present and future. In this task, students can connect their personal challenges, their choices and actions as a result of those challenges, and to devise a plan to overcome those challenges in this class and in future courses.

Describe how requirement will be assessed: Course participation is an expectation built in to student grades, which enables students to see an obvious connection between their choice to actively participate in discussion and projects and the resulting consequences.

Students can also connect their own choices and actions to consequences during the research obstacle project, some of which will involve issues of ethics. Students will identify their individual challenges and then work as a group to draft ethical strategies that will enable them to overcome those obstacles.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will requirement be addressed (including strategies and techniques)?
N/A

Describe how requirement will be assessed: N/A

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**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

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<thead>
<tr>
<th>Week 1</th>
<th>Introductions &amp; Initial Information Literacy Assessment</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>From Research Question to Thesis Statement</td>
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<td>Reading Assignment, Discussion, Writing Assignment (Brief)</td>
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<td>Week 3</td>
<td>Search Strategies: The Roles of Indexing &amp; Language in Crafting Your Search</td>
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<td>Reading Assignment, Discussion, Online Exercises, Information Hunts</td>
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<td>Week 4</td>
<td>Comparing Academic, Popular, &amp; Professional Resources</td>
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<td>Lecture, Online Exercises, Quiz</td>
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<tr>
<td>Week 5</td>
<td>Search Strategies for Popular Resources (Search Engines, Websites, etc.)</td>
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<td>Reading Assignment, Discussion, Online Exercises, Information Hunts</td>
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<td>Week 6</td>
<td>Analyzing &amp; Evaluating Popular Resources</td>
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<td>Lecture, Online Exercises, Quiz</td>
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</table>

Page 8 of 10
Submit completed, signed form to Core Curriculum Committee; Box 2478 or Fax 4-1271
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Week 7</td>
<td>Search Strategies for Academic Resources</td>
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<td>Reading Assignment, Discussion, Online Exercises, Information Hunts</td>
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<td>Week 8</td>
<td>Analyzing &amp; Evaluating Academic Resources</td>
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<td>Lecture, Online Exercises, Quiz</td>
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<td>Week 9</td>
<td>Search Strategies, Analyzing, &amp; Evaluating Professional Resources</td>
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<td>Reading Assignment, Discussion, Online Exercises, Information Hunts, Quiz</td>
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<td>Week 10</td>
<td>Obstacles to the Research Process (group project)</td>
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<td>Group Discussions on Personal Experiences, Strategy Identifications, Group Project</td>
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<td>Week 11</td>
<td>Visual Literacy Basics: Analyzing &amp; Evaluating Effectiveness</td>
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<td>Lecture, Reading Assignment, Online Exercise</td>
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<td>Week 12</td>
<td>Visual Literacy: Analyzing &amp; Evaluating</td>
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<td>Reading Assignment, Online Exercises, Discussion</td>
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<td>Week 13</td>
<td>Visual Literacy: Creating an Infographic</td>
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<td>Reading Assignment, Online Exercises, Discussion</td>
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<td>Week 14</td>
<td>Group Collaboration</td>
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<td>Week 15</td>
<td>Self Reflection &amp; Post-Course Information Literacy Assessment (Group Infographics Due)</td>
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2. Attach course syllabus

Syllabus Attached?  ☑ Yes  ☐ No
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

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<tr>
<th>Required Skill Objectives</th>
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<th>EQS</th>
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<tr>
<td>Foundational Component Areas</td>
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